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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

That Ten-Minute Speech

THE closing speech of ten minutes at the Minneapolis meeting has caused some needless anxiety. It simply said that "Achievement seemed to be supplanting professionalism." It was somewhat intense because a ten-minute talk must be intense to be of any service. There is no time for introductory palaver or antiquated stories. It is probable that the use of thunder and lightning as an illustration was needlessly hectic, but it was new and expressive.

We scurried around listening to speakers, little and big, and at banquets, always big, and browsed in the abstracts issued by Mr. Morgan. We were amazed to find that three hundred speakers on seventy-one programs prepared by thirty officers had wholly escaped professionalism and had magnified achievements. We spoke under the spell of this amazement, which must account for any overemphasis.

We are surprised that some persons take the matter overseriously and one man, extending an invitation to speak, said delicately that he hoped it would not be an anti-professional address. There is no occasion for anxiety, for neither the Journal of Education nor its editor-in-chief has been a negative or positive propagandist.

But in a bit of leisure in August we indulged in our time-honored practice of relating today to yesterday and to tomorrow, which has culminated in discovering the relation in the last half-century of extension of scholarship to skill in teaching; that extension of scholarship was due to sentiment; that skill in teaching was promoted by increased rank; achievement is due to the necessity of establishing the market value of increased scholarship and improvement in the art of teaching.

As a result we shall have a series of historical educational articles on the relation of achievement to extended scholarship and intensified professionalism. These articles will begin on October 1, and present educational history with great clearness and, we hope, with new importance.

Dr. John Dewey and his associate educators of America are rendering a real service to Russia as well as to America. They are welcomed by educational leaders because they are not there to give unstinted praise or blame from prejudice. It will be a great world service that Dr. Dewey will render.

Intelligence Testing

WHY does the hydrogen atom have a single proton in the centre, and a single electron revolving around it? Why does the helium atom, first discovered on the sun through the spectroscope, have four nuclei with two electrons revolving around, and how does the formation of four grammes helium, with hydrogen, produce energy as great as though eighty tons of coal were burned?

Will France be more appreciative of American financiers now that John D. Rockefeller, Jr., gives two million dollars to the University City of Paris?

State Superintendents

FOR the first time in its history the National Council of State Superintendents and Commissioners of Education will meet in Washington for a conference with Federal authorities on questions vital to its well-being, a conference with the Commissioner of the United States Bureau of Education on December 11 and 12. Three main topics have been selected by the superintendents on which they want to get light from the Federal Government. One is "Educational Statistics," which calls for co-operative action that they may be interchangeable; "Uniform Reports," which would make the work of one state readily understandable by the representatives of other states; and how the United States Bureau of Education can best serve as a clearing house for State Departments of Education.

A Chicago Departure

SUPERINTENDENT WILLIAM J. BOGAN of Chicago has made his first public announcement of plans in the materializing of which he will have the hearty support of the Board of Education, supervisors, principals and the entire teaching force.

Among the suggestions are the following: A superintendent's advisory committee composed of fifty civic leaders interested in the progress of education in the city will be formed to help carry out his plans. As tentatively sketched, these policies are: Expansion of the health program to insure every school child competent medical attention; creation of a community centre in every school; initiation of an educational program which will reach children of school age not attending classes; improvement of recreational facilities; extension of the lecture system for the benefit of both adults and children; and a closer connection between the research departments of the several universities in Chicago and the public school system.

He said: "My plan is to enlist the aid of Chicago's intelligent and public spirited citizens in a program which will ultimately, I hope, excel that of any American city, not only in the ordinary field of grade school and high school education but also in service to the citizens of all ages. It is true that cities are becoming dominant in American life and we must enable the populations of the great cities to become articulate."

George Washington University, with its famous million-dollar gift of the Scottish Rite Masons of the Southern Jurisdiction and the brilliant leadership of President Cloyd Heck Marvin, is making great strides worthy the father of his country, whose vision is now for the first time being realized.

Bardwell Succeeds Gosling

R. W. BARDWELL, superintendent of Rock Island, succeeds Thomas W. Gosling as superintendent of Madison, Wisconsin, at a salary of $6,500 and $300 for maintenance of his automobile. The election was unanimous and very hearty. The chairman of the Board of Education making the selection was Professor E. R. Skinner of the State University, and the active man in making the selection from thirty-five candidates. Professor Skinner gave the credit of this selection largely to Dr. Charles H. Judd of the University of Chicago.

Mr. Bardwell is the son of C. M. Bardwell, who has been superintendent of Aurora, Illinois, for thirty years. R. W. Bardwell is a graduate of the Illinois State University, and is doing graduate work at the University of Chicago. His success at Rock Island has attracted attention nationally.

New Birth of Rural Education

NO ACHIEVEMENT in American education is more wonderful than the re-creation of rural education. It is as marvelous a new birth as was ever demonstrated by a rum-ruined bum who struck the saw-dust trail of Billy Sunday. This transformation of the little red schoolhouse, once the best, then the worst, into the best again, is indescribably wonderful.

There are distinct phases of this noblest of educational creations, as distinct as the Cenozoic, Mesozoic, Paleozoic, Proterozoic, and Archæozoic periods in the creation of the earth. To write of rural re-creation regardless of this educational significance is as fatal as to try to establish the age of a petrified organism without knowing the ages represented by the geological formation.

A Family Achievement

IN OUR extensive professional rambling nothing impresses us more than the family achievement of many schoolmen. Here is a good example. We omit the name, for we can write more specifically if we are not fearing that one will be embarrassed. Some of our readers will easily recognize of whom we are writing, and for personal use we will gladly identify the person in answer to inquiries.

The present president of a State Teachers College is descended from a family in Northern New Hampshire, where his father was born, and from which place he went to the Middle West. The New Hampshire township has a little less population than it had when his father broke loose from the traditional moorings.

An incidental experience in the youth of the son led him to do his college work at Carleton College, Northfield, Minnesota. Upon graduation in 1884 he went at once to Carbondale, Illinois, State Normal School, where he taught for twenty-four years. By summer school work and residence at Chicago University he earned his Master's degree, 1903, and Doctor of Philosophy degree, 1913, all of this while he was on the faculty at Carbondale. In 1918 he was elected to the Teachers' College presidency, where he now functions most successfully.

But our interest centres in the family that has grown up in the homes of this State Teachers College professor and president. The eldest daughter was graduated from Smith College in 1917, and was head of the department of English in a high school in Colorado till she was married and established a home in a university city of the Middle West.

The eldest son was graduated from Dartmouth College in 1919 and remained for graduate work in banking. He is secretary of an important Massachusetts State Trust Company. The second son fitted for college at Phillips Andover Academy, and was graduated at Dartmouth College in 1922. He was a Rhodes scholar, and spent three years at Oxford. He is on the faculty of the University of Southern California. The third son prepared for college at Phillips Andover Academy, and was graduated at Dartmouth in 1926, receiving the faculty prize, and he was manager of the Dartmouth baseball team. He is now in the National City Bank, New York. The third daughter is a senior in the University of Wisconsin. She had her college preparation in a Massachusetts preparatory school.

It is certainly interesting to see the way this man, president of a State Teachers College beyond the Mississippi, who was for twenty-four years on the faculty of Illinois State Normal School, has had three children prepare for college in two of the best preparatory schools of Massachusetts, and four children graduate from famous New England colleges, two of them teaching, and two of them in important banking institutions, one in Massachusetts and one in New York City.

There were 1,156 delegates at Seattle in 1927, and 1,157 at Minneapolis in 1928, a gain of less than one-ten-thousandth of one per cent. though the membership of the National Education Association has increased more than ten thousand.

City Teachers' Associations

ONE of the hopeful signs of the times is the virility of City Teachers Associations. Even cities with fewer than three hundred teachers may profit greatly from such an organization. We know many such Associations. They offer opportunities to develop skill in leadership among teachers, and also discover genius and masterfulness among the teachers, who gain greatly from opportunities to accept responsibility. There are several kinds of professional and public service.

Carl Albert, a freshman in Oklahoma University, son of a coal miner, won first place in the finals of the fourth annual intercollegiate oratorical contest held in Los Angeles June 21.

Musical America

CHARLES EDWARD RUSSELL in The Century says that America maintains more symphony orchestras of the first rank than the first three countries of Europe combined. At least twelve American orchestras have reached a stage of perfection attained by only three foreign musical organizations. The American public schools are conducting the most comprehensive program of musical education ever attempted in history with thirteen million students studying music, adding a million "understanding, appreciative, and critical music lovers to the national population each year."

European orchestras seldom leave home, but fifteen of the orchestras of America have regular travel routes. Some, like those of Minneapolis and Kansas City, visit every year from forty to fifty communities.

But the most significant fact is that while foreign orchestras generally are government supported practically all of those in America are maintained by voluntary subscriptions from the general public.

The Henry F. Guggenheim Fund to educational institutions for the promotion of aeronautics totals $1,200,000, of which $339,000 has been provided this year.

Belding's Page

VISITING TEAMS DON'T VISIT

FIFTEEN minutes before the game is to begin, a bus loaded with players, substitutes, managers, coaches, trainers, and what not arrives at the field.

Fifteen minutes after the game, the bus is reloaded with the same crew, happier or less happy now, and off they go to some appointed inn for dinner.

The picture is not universally true. Sometimes the visiting team is entertained, and the students of rival institutions compare notes and become acquainted.

But in other instances, perhaps most instances, the only contacts are the clashes on the field.

Are not the schools and colleges overlooking one of the finest opportunities afforded their students through modern athletics?

Certain dangers and difficulties there may be, from a faculty standpoint, in the festivities arranged for a visiting team. Most of these objections can be removed where there's a will to remove them. One of the biggest advantages of inter-school and inter-college matches lies in the chances they present for broadening student horizons, understandings, friendships. Why throw all these advantages away?

HINT FROM MUSSOLINI

OMITTING nothing that would aid in the glorification of Italy—nothing unless it be the growth of democracy—Premier Mussolini has ordered his consuls and diplomats throughout the world to be on the watch for evidences of Italian genius. Is some Italian, far from Rome, painting pictures of great beauty? His name, portrait, and paintings are desired for exhibition in Rome. Is Italian art manifesting itself in the work of some sculptor in far-away Australia? Details must be forwarded to the duce.

If traces of Marco Polo or other Italian hero are discovered anywhere, Rome would add these to her catalogue of genius.

Here is a phase of nationalism which can do no harm. Italy's sons have given her much cause for pride—not all of them, of course. But why not uphold the best, forgetting the rest?

With us in America, the tendency is to neglect genius. Our schools are aimed at doing the most for the least promising. Majorities are considered first. Special classes are organized for the handicapped. Few and far between are the special efforts for the gifted. It is entirely humane and democratic to look out for the less favored. It would be far-sighted and statesmanly to recognize and encourage the children of genius.

EXCEPTIONAL TEACHERS

THE best teachers are born, not made. This will always be true. For the ability to instruct and inspire is divinely given to some and denied to others.

The born teacher can profit to some extent from training in the art of teaching. But there is a danger that too much training may ruin a superb teacher.

This is not an argument against normal colleges or teachers' training courses or professional credits. The supply of naturally gifted teachers runs far behind the demand. An abundance of standardized teachers must be produced somehow. Their average must be steadily improved by cultivation.

Still the occasional teacher whom the gods have endowed should be recognized. No demands for professional training which have been devised to raise the level of the rank and file should be arbitrarily clamped down upon the exceptionally gifted teacher. His or her value is above rubies. But rubies cannot be put through the factories which turn out synthetic jewels, lest the true stones of quality be ruined.

A WORD TO LEADERS

THE president of a certain college for women once remarked that she was kept so busy "picking up pins" she could find but little time to do the bigger things that count.

One never knows, of course, when a trifling act, seemingly unimportant as the lifting of a pin, may become powerful in its effects upon some individual life or upon one's own career. Details have to be attended to. Administrators need a certain blind faith that whatever they do in the name of duty will bear fruit.

Duty, however, is a much abused word. A great many men and women of potential greatness, people who could do big and useful things, permit themselves to be held back by minor matters. They try to do so many thing themselves that they do very few things having a high value.

Every one in an executive position should insist upon having sufficient help to relieve him of petty tasks which can be done equally well by another.

Hard work alone is no guaranty of success. Work must be intelligently selected. Many things must be delegated. A person who will not let go many responsibilities hampers himself needlessly.

Avson W. Belding

Associate Editor.

A Caution From Experience

By P. W. HORN
Lubbock, Texas

SOME years ago I was elected superintendent of schools for a city school system containing several hundred teachers. It was taken for granted at the time that the schools were in rather a run-down condition, and that a good many changes would have to be made.

At the end of the first year it was taken for granted that a number of teachers would be dropped from the school system. It seemed to me that conditions fully justified this conclusion. Accordingly, at the end of the first year a very considerable number of the teachers that seemed to be doing the poorest work were dropped from the list.

There was, of course, the question as to just how far one should go in this matter. It is by no means possible to divide a staff of teachers into two distinct groups; namely, the good and the bad. There are always shades and gradations. If there are some teachers so good that it is clear that they ought to be retained, and others so poor that it is clear that they ought to be dropped, there are likely also to be some teachers more or less on the border line. They are sometimes referred to as the kind "a little too poor to be kept and a little too good to be fired."

There was one young woman in particular about whom I was in considerable doubt. After some thought I sent for her and talked with her frankly. I told her in plain words that her services were not satisfactory and that we were seriously considering dropping her from our list. I asked her frankly what she thought about it.

Without making any defence whatever, she accepted at its full value my statement that she had not been doing good work. Apparently she was not greatly surprised to learn that such was the case. She assured me, however, that she could do good work and that if she remained in the system another year she would make it a point to do so.

The result of the conference was that the superintendent recommended her re-election upon that exact status. The next year the principal, the supervisors, and the superintendent did everything in their power to help her. At the end of that year there was no possible question concerning her re-election.

It was my good fortune to remain as superintendent of schools in that city for seventeen years. The teacher in question continued to serve as a teacher during the entire time. Long before the end of my work there she had developed into one of the very best teachers in the system. When visitors came to visit our schools and wanted to see the best work possible, she was one of the teachers to whom they were sent.

If there had been just a little less consideration on the part of the superintendent at the very beginning, that city might have lost the services of one of the best teachers ever in its corps. The young woman might have lost a good permanent position; and I, as superintendent, might have lost one of the best friends I ever had.

Since that was the case in this one instance, the question arises as to what might have been the case with some of the other teachers who actually were dropped. Might not some of them, if they had been retained, eventually have developed somewhat as did the young woman in question?

There were, however, several factors in her favor. Not the least of these was the fact that at the time she was quite young. If she had been fifty years of age when I first knew her, and yet had developed no more strength as a teacher than she had when I knew her, the probability is that she never would have developed it at all. A great deal more can be done with and for a teacher twenty years of age than can be done with and for a teacher of twice that age.

The second thing in her favor was the fact that she had already received at least a fairly good background of collegiate training. It was not a lack of subject matter that troubled her, but rather a lack of knowing how to present it.

And the third thing in her favor was her attitude of mind. No one could have been more anxious to make a good teacher than she was. If she had resented or denied my suggestion that her work was unsatisfactory, the prospect is that it never would have become satisfactory.

Yet with it all I am convinced of the fact that my very frank interview with her was productive of help. If it had not been for the mental and moral jolt which she received when she found that she was just about to be dropped from the list of teachers, it is altogether probable that she never would have made as good a teacher as she did.

The average superintendent, in obtaining new teachers of ability, finds it necessary either to develop them or else to steal them. Most of us have tried both ways. Sometimes one succeeds and sometimes the other. Sometimes either one will fail. I am convinced, however, that in the long run it is safer and wiser and better to try to develop them than it is to undertake to steal them or otherwise acquire them full grown.

If I had it to do over again I would never drop

from the list a teacher who has in her favor youth, energy, health, tact, a willing spirit, and good original training. A teacher of this kind may for a time do poor work, but she at least has a possibility of developing into a first-class teacher. If she fails to do so the fault may be with the superintendent, principal, or supervisor rather than with herself.

Human Engineering

By IRA F. KING
Detroit, Michigan

THE discussion of citizenship is in the foreground in education today as it has not been for many years. Books by the score are being written on the various phases of the subject. It is being stressed by educators, by parent-teacher associations, by uplift organizations of all kinds, by big business institutions, and by city and state officials everywhere.

Why all this concern? Have we not had citizens good and bad since the beginning of time? Have we more of the bad citizenship today than usual? If we have, why are they here and why do they keep coming?

A person writing in a large daily paper recently stated that the cost of crime if applied to building homes for a period of two years, would wipe out the slum districts in all our large centres by giving the people $5,000 homes in which to live. While nice homes would have an elevating influence, they would not solve the problem. People must know how to live in the home. Too many people today do not know how to really live in any kind of home. Many parents seem either to be ignorant of methods of training the child in the home, or they are so indifferent to the task that the child merely grows up rather than being trained for good citizenship.

The school is the only other place where all of the children of all the people may be reached. But evidently something is wrong with our educational system.

Perhaps we have been too content with the idea that so long as the children mastered the facts we would have both "fibre and finish." From the problems that confront society today it would seem that we have fibre, but in too many cases we lack finish. We have, as M. G. Clark, superintendent of schools, Sioux City, Iowa, once said, "failed to spiritualize the facts," and hence the lack of "finish."

A large number of people, many of them leaders in the various walks of life, agree that serious mistakes have been made and that the home and the uplift organizations are not able to remedy the defects caused by these mistakes. They naturally turn to the one other agency that is able to reach all of the children. Most of them agree that any betterment in society must come through the building up of a better citizenship by some process of character training in the schools. Of course, it is expected that all other organizations will continue to co-operate in every way possible.

Everywhere people are seeking to find just what shall be done and how the work shall be carried on. Experts have been trying to determine what part scientific measurement might play in a course in moral training. Various methods have been tried in different parts of the country, but for one reason or another many of them have been discarded as impracticable. Perhaps too much emphasis has been placed upon method and too little on the thing to be done. A knowledge of both is very necessary, but if we first find out what is wrong and what is necessary to remedy the difficulty, then it will be time to emphasize the method of carrying on.

We are all satisfied that the social atmosphere will never be cleared by working with adult offenders. We may help some of these to reform, but while this is being done others keep coming to fill their places. Any system of character education or citizenship training or human engineering must prevent these others from coming, and this must be because they want to come clean and be an asset to society and not as a result of outside compulsion.

Until now we have been quite satisfied that the schools' part in character building could be carried on incidentally in connection with other school subjects and, of course, by any teacher who might be handling the course. There are a number who still hold to this idea, but many have become convinced that if anything worth while is to be done, we must have a course that is definite and direct. Any work of this kind left to be done incidentally will be only half done or not done at all.

One reason why children have resented direct character education is because they have considered it a goody-goody proposition that had nothing to do with the ordinary, everyday contacts in a busy, throbbing, pulsing, modern world. A large part of this difficulty has been overcome by the Pathfinders of America by using the term "human engineering." This is a term that covers all phases of character training work and may be used with children, youth or adults. It may be used in the home, in the school, on the street, in business, in fact, in any place and in any way that is necessary to build a worthwhile citizenry.

It is a well recognized fact that as the home

has become more modern it has in many cases become less responsible for the training of the child. The work has been turned over to the schools and the extra burden has been placed upon the already overloaded teacher. Many educators contend that character training, or human engineering, should be a part of the regular teacher's work while at the same time they insist upon all other special work being done by special teachers who are trained for that particular thing and who do nothing else. If we are to be consistent and if we are to give to human engineering the place it merits in the school curriculum we will have the work done by special teachers who are trained for that work and who give all their time to it.

This is the plan that has been used by the Pathfinders of America in its work in Detroit and elsewhere for the past seven years, and while the plan is not perfect, it has brought results as will be testified by those who know the work.

The real problem is not to tell the child what to do or not to do, but to help him to think in such a way that when he meets life's problems, as he must sooner or later, he will not only know what is best to do but also will do that thing because he wants to do it that way. In other words, the child must learn to properly appraise life's values or he must be able to read aright the price tags of life.

When we give character education, or human engineering, the same importance in the school curriculum that we give to other subjects, and when we employ specially trained teachers to carry on the work, then and not until then will we really be solving the problems that confront society today.

How Teachers Are Selected

By LEE KIRKPATRICK, Superintendent
Paris, Kentucky

A TEACHER must be well-employed in order to give the best service to society.

(2) Every administrator is looking for good teachers. Good teachers are scarce.

(3) Standards for rating applicants. Most good systems use this plan: (a) Testimonials; (b) general education; (c) specific training; (d) professional training; (e) experience in teaching; (f) personality.

Each applicant is evaluated and the results expressed in a numerical ranking for the first five of these points. The employing agent then begins with the highest ranking applicant and invites the applicants for a conference and employs the first one with the personality he desires.

From R. G. Jones, superintendent, Cleveland: "In my judgment, teachers are elected within the first minute of a person's interview. Any information after that time is simply a confirmation of the first opinions."

From H. S. Weet, superintendent, Rochester, N.Y.: "Personality really stands first in the equipment of a teacher."

From Edwin C. Broome, superintendent, Philadelphia: "For any kind of teaching the teacher should be more interested in teaching than in any other occupation." There are large numbers of people teaching school who should never have entered the profession. They do not possess a teaching personality and can never develop one.

From J. M. Gwinn, superintendent, San Francisco: "I would say that I like to employ a teacher who is a college graduate and has had one year of graduate work emphasizing the special field of work in which the teacher seeks service."

From J. J. Maddox, superintendent, St. Louis: "I believe that a teacher who is a college graduate is better prepared to teach than those who have had less training. I believe also that, other things being equal, a teacher who has pursued successfully some graduate courses in a reputable school of education is better prepared than one who has had no professional training. I believe also that if a teacher is to be assigned to a specific field of subject matter that one who has completed a college major in that field is the best teacher. We try to get all our teachers from the applicants who rank in the highest ten per cent."

From Z. E. Scott, superintendent, Springfield: "We are looking for the young teacher who has ranked as an A or B student in her college work, for if she has had a high standard of work in her own life she is more likely to have high standards for her students."

From George R. Johnson, director of research, St. Louis: "In the selection of teachers for the St. Louis schools we rate applicants on the theory that a person who ranked as an A or B student while learning 120 hours of college work is infinitely more competent than a person who just passes the courses."

The problems of life furnish the problems of education. When we consider that 100,000 school children die each year; 300,000 seriously ill; and 200,000 with minor ills, these figures used with the number of children in the public schools, which is twenty-five million, to get our ration it

makes the school health problem stand out as one of the acute problems of modern life.

How many are affected by one who dies? Eighteen million families spend twenty per cent. of their income on preventable diseases. We need better health habits more than we need better health knowledge. Health knowledge is said to be fifty years ahead of health practice. We need a greater sensitiveness to bad health conditions. Illness directly or indirectly is responsible for 25 per cent. of our absences from school; for 15 per cent. of our eliminations; for 12 per cent. of our non-promotions; and for 10 per cent. of our retardations.

Professor Fisher shows that 48 per cent. of all school illness is preventable. He also says that 750,000 people in America are out of work on account of illness. One and one-half billions of dollars are lost in wages on account of illness. One million, six hundred thousand of our population die each year. Seven hundred thousand of them by preventable diseases. Three million of our population constantly, seriously ill. Many more have minor ailments which lower efficiency.

There is no place today in the great American public school system for a teacher who does not possess character. Parents today want their children every day with a teacher with high standards of thinking and living.

A teacher today is expected to live an active, wholesome church life. Every activity and interest of the community expects leadership from its teachers.

Henry Ford's Philosophy

By SAMUEL CROWTHER
Bayside, Long Island, N. Y.

MR. FORD, as I see him, is primarily a philosopher, and is engaged wholly in education, although he may seem to be engaged in the making of various kinds of machines. Take, for example, just one direct experiment in education in which he is engaged, that is, the Henry Ford Trade School.

This is rather misnamed. It is not a trade school in the usual limiting sense of that phrase but has developed into a new method of education, and it is as a method of education and not as an isolated example of a school that I want to draw your attention to it.

This requires some clearing of the group to discover what it is we are really talking about. One may ask whether the modern trend is toward educating for life or educating away from life. But before that question can be answered, it must be known what life is, and I have yet to discover anyone who knows what it is, although there are many who pretend to know.

The tradition of education is to fit the pupil for an eventual entry into one of the learned professions. By a curious turn of the wheel we do not today consider any of the old learned professions as really learned.

The reaction to the traditional education, which I think had many advantages, is a curious messing about with a great number of what I believe are called bread-and-butter subjects, none of which, under the circumstances usually obtaining, can really be taught and few of which are worth teaching.

On the whole, however, I think it can be said that formal education has as its end the wearing of the white collar. That was quite all right yesterday, for then the white collar was the badge of respectability, and certainly no fault can be found with the desire to be respectable. But respectability is a curious thing, and in this country it depends largely upon the amount of one's earnings. Our attitude in this respect is most fortunate, for it has permitted us to avoid the withering blight of hereditary classes.

Today the skilled mechanic is paid more than the skilled office man or salesman, and the really desirable sort of white collar which carries with it a large income is more often gained by way of the shop than by way of the office. This is the day of the skilled mechanic, and he is thoroughly respectable both because he is well paid and because his position demands a high degree of skill and intelligence. You will recall that a few years ago the prophets were declaring that the coming of automatic machinery would create a race of robots, and I recall that one Russian wrote a play on the subject. The Russians, of course, are always the first to be wrong on any social subject, largely because they talk a great deal and rarely know what they are talking about. Those, however, are only the ordinary qualifications of the prophet.

Actually it has come about that the automatic machine has created a small demand for the thoroughly stupid workman to tend the machines and a large demand for the intelligent workman both to keep the machines in order and to look after their intricate products. For instance, when a store sells a broom or a washtub that is the end of it, but when it sells a vacuum cleaner or an electrical washing machine, then trained men must be available for their repair. There is no comparison between the degree of skill today required in an automobile repair shop

and the degree of skill that used to be needed to mend a carriage.

The plain fact is that today the need for the skilled mechanic is far greater than the supply, and if we have a breakdown in our prosperity it will be due to a lack of skilled mechanics rather than to a lack of purchasing power.

We cannot get skilled mechanics merely by hand training. There must be a fundamental training of the mind. The old apprentice system has passed because it has ceased to be useful. Taking a youngster and putting him to work will not in most cases provide the type of man which we now need. That is one side of the question.

Another side has to do with the great expense of our present system of public instruction. There is first of all the direct out-of-pocket expense as borne by the taxpayer. This is not serious if the ends of education are achieved. It is extremely serious if they are not achieved. But of much greater moment is the expense which shows on no books and which consists of the economic loss to society of keeping boys and girls at school when they might just as well be adding to the wealth of society. That loss cannot be measured, but it can be put up with.

The loss which we should not consent to put up with is that of boys and girls who must leave school because the folks at home need their earnings or perhaps, if they do not actually need their earnings, cannot afford to feed and clothe them while they do not produce. There is an enormous ecomonic loss in the thousands of young people who each year are forced out into the world and into the dead-end jobs that alone are open to the untrained beginner. For these no law can provide. An equally bad case is the determined youngster who tries to earn money out of school hours in order to stay in school, for he can turn only to menial tasks which do nothing at all toward his development. It is shocking to see a schoolboy running errands when, as I shall presently demonstrate, the needs of that boy, and indeed of his family, might be met out of the revenues of what he could produce in school hours.

On these points Mr. Ford has said:—

"We are in favor of what might be called utilitarian education, although not at all in favor of what passes for utilitarian education. We believe that first of all a man should be able to earn his own living, and that any education which does not so fit him is useless. Second, we believe that true education will turn man's mind toward work and not away from it and will enable him to think, and thus to earn a better living not only for himself but also for those about him. What often passes for a utilitarian education is only a scrappy training in a great number of wholly useless odds and ends.

"I am not in sympathy with the trade school as it is commonly organized—the boys get only a smattering of knowledge and they do not learn how to use that knowledge. The trade school should not be a cross between a technical college and a school; it should be a means of teaching boys and girls to be productive. If they are put at useless tasks—at making articles, and then throwing them away—they cannot have the interest or acquire the knowledge which is their right.

"When the boy thus enters life untrained, he but adds to the supply of incompetent labor. Modern industry requires a degree of ability and skill which neither early quitting of school nor long continuance at school provides. It is true that, in order to retain the interest of the boy and train him in handicraft, manual training departments have been introduced in the more progressive school systems, but even these are confessedly makeshifts because they only cater to, without satisfying, the normal boy's creative instincts."

The Henry Ford Trade School was organized twelve years ago in an effort to find a solution for some of the problems that I have sketched. It began with six boys and one instructor. It now has twenty-three hundred boys and one hundred and fifty instructors. About six thousand boys have taken the course, and the greatest present problem of the school had to do with admissions, for the waiting list runs about ten thousand and when I was last there applications were coming in at the rate of around five hundred a day. The school is constantly being enlarged, but you will recognize that no institution could expand at the rate which the applications for admission demand.

This school, I may say right here, is not a mill for training mechanics for the Ford Motor Campany. The graduates may have jobs in the company if they want them, but they are under no obligation to take them. The school is a separately incorporated institution for which Mr. Ford has personally put up all the funds. It has certain connections with the company which I shall explain. On the other hand it is in no sense a charitable institution, and it is, disregarding the single item of interest on the investment, absolutely self-supporting. And it is not usual in educational institutions to reckon with the interest on the investment.

The school is open to such boys as may be accepted between the ages of twelve and eighteen, and to quote Mr. Ford again:—

"From the beginning we have held to three cardinal principles: first, that the boy was to be kept a boy, and not changed into a premature workingman; second, that the academic training was to go hand in hand with the industrial instruction; third, that the boy was to be given a sense of pride and responsibility in his work by being trained on articles which were to be used. He works on objects of recognized industrial worth."

This school differs from all other schools in that every boy has a scholarship which pays him more than he could probably earn outside. Upon entering, a boy receives a scholarship amounting to $7.20 a week. He receives a hot luncheon each day, and in addition to the scholarship and in order to develop the habit of thrift he receives $2 a month which he must deposit in some bank and keep there as long as he stays in school. There are, however, no strings on this money. The scholarship is paid twice a month, while the thrift account is the boy's own, with the single condition that if he draws on it he has to leave school.

The scholarship payments are gradually increased according to the boy's marks, and any boy doing reasonably well should be drawing $18 a week by the time he is seventeen years old. Taking into account the scholarship, the luncheons, and the thrift payments, the minimum rate at this school is $450 a year and the maximum rate is $1,020. These sums look like tuition fees at a private school, but they are payments to the boy and not by him. These sums are actually earned by the boys and through their work.

The school has the ordinary equipment of classrooms and the curriculum embraces English, civics, geography, a great deal of mathematics, including trigonometry, and also much more than the usual amount of chemistry and physics. In addition there is a thorough training in mechanical drawing, auto mechanics and metallurgy. It is difficult to compare the curriculum with that of the ordinary school, but I should say that in a general way a graduate is ready to enter college if he takes some history and a modern language on the outside, and that many do. But the scholastic side is not shaped toward entering college but toward entering life, and in many subjects the graduate will be ahead of a man who has taken an engineering degree.

But it is in the teaching that the greatest divergences from ordinary practice come, for nothing whatsoever is abstract. Chemistry and physics mean the analysis of definite automobile parts; geography is where the materials come from and the finished articles go to. For the Ford interests are so vast that the practical application of every single subject may be made and thus the boy knows that he is being taught useful things and not just subjects that the teachers have contrived for his annoyance.

In the academic division the pupil spends one week and then he goes into the school shops for two weeks and so on. It has been found that it does not pay to split the day or the week between the classroom and the shop, both on account of clothing and on account of mental attitude. The school insists on thorough work, and it has been learned that breaking the day also breaks the work. The boy has to be either in the classroom or in the shop. He cannot have a foot in each. He cannot play at being at school or play at being at work.

The climax of the school is the shop. That is its reason for being, and the phase to which I desire to draw your attention. It is a big shop nearly 1,800 feet long by 70 feet wide, and it has in it the most modern of machinery, so arranged in departments that when a boy has finished he will know how to handle any sort of work. And on these machines the boys do practical work designed to be sold to the Ford Motor Company. In the whole history of the school there has been exactly one practice piece.

Each piece of work is done on a regular order, and the Ford Company buys the work after a most rigid inspection on the basis of what it would cost to do the same work in the regular shops with skilled workmen. The beginner gets a task which requires only application and gradually advances to tasks requiring application, skill and knowledge. It is remarkable that, although at times the school has run as much as 60 per cent. above the time estimated for a skilled worker, the average now is only about 18 per cent. and the spoilage only about 4 per cent. The average annual production is about $1,000 per student and this pays the scholarships and keeps the school running. On the other hand, the Ford Company gets its work done as cheaply and as well as it could in its own shops.

The school was begun in order to give the underprivileged youth a chance, and today more than two-thirds of the boys are so situated that were they not in this school they would have to be out at work. I could tell you many stories of them, but time will not permit. I can say that quite a number of them have gone on to take engineering courses in the colleges, others are showing their heads above the crowd in various industrial institutions, and none, so far as is known, is not able amply to support himself.

You may say that this school is possible only because of the Ford industries. That is true. But another school would be possible as an adjunct to any large industry, and the principle is of still broader application. You may know where education ought to stop and work begin. I do not. They would seem properly to run together through life.

Or, again, you may object that the education as outlined is not broad enough for the more fortunate boy who does not need money. That may be true. I do not pretend to know because I have long since given up trying to discover the exact composition of a well-rounded education.

But I *do* know that economic freedom is a prerequisite to sound culture and also that there is a distinction between knowledge and wisdom.—N. E. A. Address.

Creating New Patterns

By HARRY LLOYD MILLER

The rising tide of criticism of mass education should arrest attention. The belief that mass education is a necessary correlate of universal democratic education should be rigorously scrutinized.

If mass education is not a necessary correlate of a free system of schools, and if it can be shown that regimentation is due to a misplaced emphasis on organization, than it may be clearly possible to discover a new principle that will secure a balanced growth of individuality. Another kind of organization is projected or, perhaps, a different use of organization is contemplated.

The presence of large numbers of individuals of low mentality tends to lower standards of scholarship. Able students are yoked with the poorest. Work is laid out for mythical "averages" and becomes suitable to none of any group. Standardized and stereotyped lessons are negotiated under the bombardment of routine. Interchangeable units of credit are amassed in school and college with a perversion of the true aims of education. Registering information, merchandizing inert ideas, checking off recitations from a textbook are sterile forms of procedure readily detected by penetrating observers.

Those students whose goal is a professional career are not suffering acutely under the present regime, although rapid and vigorous reorganization is taking place in higher professional training. It is in the pursuit of what purports to be a "liberal culture" that serious problems arise. With the influx of students who are being put through high school and college by their parents because it is the expected thing to do, we have very frequently undergraduate majorities enjoying some four years in a "grown-up" kindergarten where young men and young women are more interested in the social life and athletics than the intellectual world. This group comprises many clever students who learn readily the art of "getting by." They know how to substitute prudence for righteousness. They see to it that their studies do not interfere with their "education." This type of student will continue to sift through any screens erected at the doors of higher schools, the purpose of which, it is alleged, is to keep the unfit out.

The destructive critic might well direct his energies to an analysis of the social forces and agencies which tend to nullify or which fail to carry on the work and the ideals of the school.

Constructive criticism of education is still in order. The results of courageous experimentation point the way to a vital discovery of the land of intelligence.

It is the social view that expresses the trend of things. In whatever phrase the new purpose is clothed, there is a disposition to speak of a contrasting purpose hinging about scholarship. It may be a balanced emotional life, or attitudes, or moral conduct, or civic efficiency, or any one of a score of new and valid aims which the "reformer" uses in his crusading efforts to usher in the millennial day in education.

An unfortunate situation has arisen if and whenever the intellectual life is set over against any other form of life creating in the mind of teacher, pupil, administrator, educator, or public the notion of antithesis, or the belief that some broader, nebulous "social" purpose may be a valid substitute for intellectual performance.

The essential genius of the educative process, in so far as teacher and pupil are concerned, is focussed in the intellectual life. It is the interaction of mind upon mind with a frank objectivity that more and more characterizes the day's work in every classroom in the land. Great teachers have sought to promote the companionship of the intellectual life. *Intelligence at work is thinking.* In the activity of thought lies the cultural significance of the power, the beauty, and the structure of ideas. If this central purpose is impaired all plausible aims apart are likely to become spurious. A sound heart is a condition of healthy circulation. The broader purposes are not likely to be attained in an "intellectual vacuum."

It is difficult to learn and apply the "lesson" that teaches that differences, and not similarities, make possible the corporate life. It is not inconceivable that study might become a "major sport." The student in music is not measuring his effort in terms of the achievement of some weaker brother. He is not content with a minimum essential. So it is with the athlete. He is not aiming to make the lowest hurdles. A forward striving toward a flying goal, an ignition of the spirit that kindles ambition to reach a higher attainment—something of that disposition is lacking in halls of learning. It may be that the registrar's currency (school marks) is a species of fiat money. It may be that a sinister academic disease, *crediti*tis, has become infectious. Promotion and diplomas and degrees, which ought to be effective instruments in the organization of education, have become the ends themselves.

A democracy is not expected to underwrite individual adventures. Has a boy failed because, forsooth, he stubs his toe and falls down? He has failed when he refuses to get up and do something about it.

[From Introduction to Edward R. Maguire's "The Group Study Plan," Scribners.]

Traveling Through Tropical Isles

[*Second Article*]

By L. H. PUTNEY

Boston

Porto Rico, "Land of the Rich Port."

Wherever you go in Porto Rico you are continually running across schoolhouses (over 2,100 in all). The thousand or more owned by the government are quite substantial buildings, usually built of cement, and in the case of the larger ones on the *patio* plan so as to take full advantage of the trade winds. They are noteworthy for their cleanliness. The Central High School in San Juan would do credit to any city on the mainland, but unfortunately funds have not been available to equip it properly. We have the conviction that here as well as elsewhere it might have been a wiser policy to erect a simpler type of building which would be less expensive to keep up. This same criticism, however, can also be levelled at more than one such building back home.

The schools are organized on the 8-4 plan. There are some twenty high schools with an enrollment of about 6,000. In general the course of study is much the same as on the continent. Home ecomonics and manual training or agriculture are being taught to all the eighth grade students. The results in sewing are quite unusual, not surprising, however, when we recall what superb embroidery comes out of the poorest *jibaro* homes. In this connection let us remark that many of the girls and women who engage in commercial embroidery earn only three or four cents an hour for their work. As the assistant trade commissioner recently said: "Such conditions have no place under the American flag."

As we see it, education in Porto Rico suffers from two heavy handicaps—lack of adequate funds and language difficulties. Last year the expenditure for education (excluding the University, which is supported by a special tax) was $21.86 per pupil. This had to pay for new construction as well as maintenance. The immediate result is an insufficient number of continental teachers and an appalling shortage of textbooks, which are free in the elementary grades. Just how serious the latter shortage must be can be appreciated when we learn that the per capita expenditure for textbooks is only about twenty-five cents.

Even greater, however, is the language handicap. Practically all the children come from Spanish-speaking homes and many of them never hear English except at school. Contrary to the plan pursued in the Philippines, and more like that found in the Netherland-Indies, the schools of Porto Rico are bi-lingual. In the first four grades the medium of instruction is Spanish; above that, supposedly English. In the first and second grades forty minutes a day are devoted to a rather cut-and-dried course in oral English, but the children do not commence to read English until they reach the third grade. After that the oral English is carried along parallel with but quite separate from the reading.

The work in oral English consists in memorizing the answers to hundreds of questions touching on all sorts of subjects which are supposed to have a connection with everyday life. This work is extremely formal, but if a third grade child is asked any one of the questions he has been taught, he will reply in far better English than could a child of the same grade in the Philippines, who has been taught in English exclusively. Every student who hopes to graduate from a high school in Porto Rico is required to submit to an oral English test a few weeks before commencement. This test is given by a committee sent out from the Department of Education at San Juan. As the young folks think that their graduation will depend upon the showing they make, they naturally dread the ordeal. As a matter of fact, however, the only purpose of it is to compare the English results obtained in the several high schools and to secure a cross section of the general information possessed by the graduates.

We were present at the test given to a part of the seniors in the Central High School at San Juan. The examiners were the general supervisors of English (a continental) and Spanish (a Porto Rican) and a continental teacher of English. Each student came before the committee privately and was asked to talk about something in which it was hoped he might be interested, such as the resources of Porto Rico, suffrage for Porto Rico women, the sugar industry, some book which had been read recently, and the new West Indian air service. With few exceptions the results were disappointing because of lack of naturalness. Quite regularly the students repeated the questions asked them in making their replies, just as they were taught to do in the oral English teaching of the primary grades. Only rarely did they show ability to think in English.

To us this lack of a natural conversational style seemed far more important than their failure to pronounce individual words as is done on the mainland. We believe that were English the only language spoken in the ordinary routine of the school, instead of Spanish as at present, this unnatural and awkward phraseology would largely be eliminated. Our pupils meet with the same

difficulties in their study of modern languages, and these have been very largely overcome through the establishment of clubs in which only the foreign language in question is employed. Could the children in Porto Rico above the fourth grade hear nothing but English at school (except in Spanish language classes), the results obtained in oral English would surely show marvelous improvement. Moreover, this could not affect their use of Spanish, for by that time they would have learned to use it quite correctly, and the little loss of practice involved could not have any effect.

Unfortunately the question of just what should be done with English in the schools of Porto Rico has become mixed up somewhat with politics. The recent survey conducted under the auspices of Columbia University has recommended that the subject should not be begun until the fifth grade, so as to eliminate it from the rural schools (only about two and a half per cent. of the pupils attending them advance beyond the fourth grade). The arguments presented were the same as those employed by the authorities in the Netherlands-Indies to justify conducting the *desa* or village schools in the local dialects. It is claimed that the pupils will not learn enough English to make it worth while, and that even if they did they would have no use for it after leaving school. We understand that the University of Porto Rico is inclined to endorse this position, but on the other hand the commissioner of education, a gentleman who is very friendly to American ideals, has refused to accept that part of the commission's report, and in this has had the backing of the administration.

In conclusion, we would make a plea for a more intensive study of Porto Rico in our schools. As a nation we owe the Porto Ricans a duty which the boys and girls of today will be responsible for discharging in the years to come. If Porto Rico is not to be allowed to qualify for statehood, then some other equally dignified relationship will have to be evolved for her, and to do this under a republican form of government it is essential that the citizen shall be familiar with the factors involved. As things stand today, we have the Oriental situation repeated here at our very doors, for the Porto Ricans know far more about us continentals than we do about them.

[Next week—The Virgin Isles]

Should There Be a Secretary of Education?

"For many years it has been the policy of the Federal Government to encourage and foster the cause of education. Large sums of money are annually appropriated to carry on vocational training. Many millions go into agricultural schools. The general subject is under the immediate direction of a Commissioner of Education. While this subject is strictly a state and local function, it should continue to have the encouragement of the National Government. I am still of the opinion that much good could be accomplished through the establishment of a department of education and relief, into which would be gathered all of these functions under one directing member of the Cabinet."—From President Coolidge's Message to Congress.

"There should be a Secretary of Education in the Cabinet. We have more than twenty-seven million school children, for whose instruction a million teachers are employed. Another million people are required for the non-instructional work connected with the schools of our country. The nation annually spends more than two billion dollars for the support of education, while more than three times that amount of money is invested in school buildings and equipment. The school children of today are the citizens of tomorrow, and the future of our country rests upon education. This enterprise is therefore of infinitely greater importance than any commercial undertaking. Yet agriculture, commerce and labor each has its Secretary in the Cabinet, while education is not represented."—Miss Charl O. Williams, field secretary of the National Education Association.

Personal and Professional

E. R. ROBERTS, commercial department, Bryan Street High School, Dallas, has crystallized the following definition of the art of teaching: "The art of teaching is the inspiring and patient leading of pupils into active and independent study, learning, thinking and doing, by arousing and directing those activities which result in the attainment of knowledge, power, skill and refinement. It is also the awakening and enkindling of the most worthy ambition 'to achieve' the highest and finest things in life by honest toil and effort. The teacher who does these things is successful."

WALTER B. CRANE, president of the California State Teachers Association, succeeding Mark Keppel on June 16, died suddenly in San Francisco on August 3. He was principal of the Metropolitan High School, Los Angeles. He was in San Francisco to attend a meeting of the Board of Directors of the State Association. He retired in perfect health apparently at 10 p.m. As he was not at the meeting of the committee, the secretary, Archibald J. Cloud, went to the hotel to see why he had not reported at the meeting. He had died in his sleep during the night.

ARTHUR D. ARNOLD, principal of the Passaic, N.J., High School, has graduated twenty-six high school classes, a total of nearly 2,500 young people. This is an exceptional record. Passaic schools have been recognized nationally, and several of its superintendents have become eminent, scholastically and administratively. This occasion was a festive occasion in which a vast number of graduates of the many years participated. No other citizen of Passaic has had as intimate a relation to citizens of the city as has Principal Arnold.

O. E. REED, head of the dairy department, State Agricultural College, Lansing, Michigan, is to be the head of the Dairy Industry Bureau of the United States Department of Agriculture. The dairy industry has demonstrated large responsibilities since the United States Department of Agriculture has promoted this phase of farming as one solution of the agricultural problem now disturbing several states. Professor Ernest L. Anthony succeeds Professor Reed at Lansing. He has been at the head of the dairy department of the University of West Virginia for the past seven years.

LEROY T. PATTON, head of the department of geology in the Texas Technological College, Lubbock, has taken a unique method of giving a six-weeks' summer course in geology to a class of ten students, two of whom were graduate students. Using the college 'bus, with trailer for carrying camp materials, they traveled through New Mexico, Colorado, and Wyoming to Montana and Glacier National Park. They made a special study of cretaceous and tertiary geological eras, and the east front of the main range of the Rocky Mountains. In addition to the wonders of Glacier National Park, which has had special attractions because of its geological exposures, they enjoyed a trip to the Custer Battlefield in Eastern Montana.

DR. GEORGE MELCHER, successor to I. I. Cammack as superintendent of Kansas City, Missouri, is a native Missourian born more than half a century ago in Dade County. He was educated in the rural schools of his county. He attended Ozark College, Odessa College, Drury College, Springfield, Missouri, and Teachers College, Columbia University, New York City. He began teaching in his native county and served as principal and superintendent of two small cities. He was head of mathematics department, Teachers College, Springfield, Missouri, was chief assistant to the state superintendent of Missouri, and has taught in summer schools of many of the leading colleges and universities including State Teachers College, Greeley, Colorado, University of Missouri, University of Kansas, Ohio State University, and Johns Hopkins University. He is an honorary member of Phi Delta Kappa and Kappa Delta Pi; member National Society for Study of Education; member American Educational Research Association (three years secretary of this association); member, National Education Association, Department of Superintendence, National Vocational Guidance Association, College Teachers Association, American Association for Advancement of Science and American Mathematical Society. Locally Dr. Melcher is a member of Kansas Tuberculosis Society (president, two years); American Red Cross (director, Junior Division for eleven years); member Chamber of Commerce, City Club, Professional Men's Club, Knife and Fork Club, Kansas City Safety Council (member executive committee), on Advisory Board Camp Fire Girls and Girls Scouts. Dr. Melcher is also a member of Board of Trustees of Park College, Parkville, Missouri; Drury College, Springfield, Missouri; and Lincoln and Lee University, Kansas City. He has been a president of State Teachers Association of Missouri and for twelve years has been on the executive committee. Dr. Melcher came to Kansas City in 1914 as director of research and efficiency. In 1921 he was made assistant superintendent of schools of Kansas City.

EDUCATION IN ACTION

Schools to Warn Against Betting

At a recent meeting of the Glasgow, Scotland, Education Authority, a discussion took place on the question of whether the Authority should permit a broadsheet on the evils of betting to be exhibited in the schools. John Biggar moved that permission be given for the broadsheet to be exhibited in schools. He was quite certain that the information it contained, if circulated, would help to make people realize that the desire to obtain something for nothing ended in failure. On a division the motion of Mr. Biggar was carried by 13 voted to 11.

Emphasize Return Value Of School Costs

Educators should persuade the public that education is a lasting investment and is not a project which absorbs public finances without giving adequate returns, Dr. John W. Withers, dean of the School of Education, New York University, asserted recently. Dr. Withers declared that the financing of education projects in their present enormous proportions was an outstanding problem of modern education. Elimination of waste of school organization and administration, articulating individual units within the school and uniting the school with other educational agencies, and clarifying educational nomenclature to provide uniformity in pedagogical terms are other pressing problems which demand special study and attention at the present time, he said. He accounted for the popularity of secondary and higher education in modern times by declaring that it is due to interest in research and the desire to apply knowledge gained from it; the specialization tendency made necessary by the complexity of modern civilization; the American faith in democracy which seeks an equal chance for all, and the inherent American belief in the value of education.

Favors Students Paying Full Cost

Undergraduate college students, because they are studying for future pecuniary gains, should be required to pay the full cost of their college education, Trevor Arnett, president of the General Education Board, believes. "Our earliest colleges were founded to educate those intending to become ministers and teachers, or to enter the professions where they would render great service to the public at small pecuniary reward to themselves," Mr. Arnett said. "The public received most of the benefit. But, a recent inquiry has disclosed, sixty-eight per cent of the undergraduates go into business and commercial pursuits." For students without ready funds to finance a college education Mr. Arnett suggested loan funds to be established as endowments. The graduate student, because of his contribution to society, should not have to pay his full tuition cost, Mr. Arnett declared.

College Policies Called "Obsolete"

American universities were decried as out-of-date and awkward by University of Chicago educators at the Institute for Administrative Officers of Higher Learning held in Chicago. "Obsolete," was Professor Henry C. Morrison's characterization of the whole school structure. He is superintendent of the University of Chicago laboratory school. "Our universities are not giving leadership because they are doing secondary school work," he said, in urging local junior colleges for freshmen and sophomores. The college grades plan was criticised by Dean Chauncey S. Boucher, who called it "purchase of a degree on the installment plan."

Women Students Lose Privileges

Women students at the Louisiana State University in Baton Rouge are facing a curtailment of their heretofore almost "go and come as you please" life when the new semester begins in September, all because Governor Huey P. Long believes modern youth has too much freedom. The edict of the Governor, imparted to the faculty of the state institution by Mrs. Mary C. Herget, dean of women, deprives the girls of several date nights a week and insures them more sleep. No girl student will be allowed out later than 10 o'clock at night on her "nights out." Other nights she must be in the dormitories by 7 o'clock. Under the new ruling sophomores will be allowed two "dates" a week; juniors three, and seniors four. They will not be allowed to ride in automobiles unless accompanied by their parents.

Damrosch Works on Program Of Music Teaching by Radio

Walter Damrosch is at present completing details for his program of radiocasting every Friday morning, beginning in October, intimate talks on music, together with a musical program, so that the children of all the schools in North America, and particularly that section from the eastern seaboard to the Rocky Mountains, may have a good knowledge of music and the works of the great composers. One series is intended for small children, one for children from ten to fourteen years old, and a third series will be for advanced pupils. "I hope to reach from 12,000,000 to 15,000,000 children and grown-ups," Mr. Damrosch said. "On the occasion of the two preliminary trials every school in Iowa had been equipped with a radio receiving set and listened in, we learned later, and we found this same enthusiasm for music in schools and homes all over the country. In the western states the interest in music is tremendous. The children in hundreds of schools have excellent orchestras and other musical organizations and an enthusiasm for music that is little realized by those not in direct contact."

Electricity Aids Boy to Write Legibly

Spare the electricity and spoil the child may become a maxim in London if more experiments are made along the lines of one just described at the recent Cambridge meeting of the British Social Hygiene Council. By using electricity a backward boy was made to write. An electrical apparatus was constructed so that the boy formed letters with a steel pen on cardboard, He wrote between lines, touching the lines in forming the letters. When he touched them there would be a buzzing sound and if he went across them a bell rang. If he gripped his pen too tightly he received an electric shock in the back of his neck. After six months the boy was writing with an ordinary fountain pen, and his rank in class was among the first three instead of the last three.

Manhattan School Population Declines

Eleven new schools and additions to old school buildings will be opened in New York City in September, according to an announcement made by the Board of Education. The decrease in the school population of Manhattan and the corresponding overflow in the boroughs of Brooklyn, Queens and the Bronx is reflected in the location of the new school buildings, only one of which is in Manhattan borough.

Two Schools of 1578 Are Listed in Mexico

Some of the oldest schools in America are in Mexico, a recent survey by the Mexican Department of Public Education has revealed. Two of these seats of learning are more than 300 years old and several of them have been in existence a century or more. The two oldest schools in this country are the University de San Nicolas de Hidalgo in the State of Michoacan, and the State College in the State of Puebla. Both were founded in 1578.

Many College Women Continue Summer Study

Mrs. McClure Patterson, chairman of the division of family finance of the General Federation of Women's Clubs, has made a survey of summer study courses in three leading colleges of the East—Bryn Mawr, Vassar, and Columbia. "Women," she said, "are becoming more and more interested in their place in the world. At Bryn Mawr I found 400 girls studying hard to further themselves in business. At Vassar I found young married women studying how to be better home makers, and at Columbia I discovered a class absorbed in parent study."

Hungarian Schools Teach Movie Technique

Teaching the young how to "shoot" and to take part in moving picture dramas hereafter will be part of the task of all public schools in Hungary. The new plan includes free admission of school classes to all moving picture theatres in the country. The Hungarian children are to be taught not only how films are made but the entire technique of writing scenarios, ranging from comedies to historical plays. They also will be instructed in dramatic art as a preparation for speaking parts in the new movietone films. Owners of motion picture theatres are required to place their showhouses at the disposal of schools without compensation.

Penalized for Not Having White Graduation Dress

Grace Soldt of Milwaukee, who had looked forward all year to sitting with her classmates on the platform and receiving her public school diploma, missed out on the climax of her school year because she didn't have a white dress. An affidavit before the board states that Grace's mother purchased a colored dress for her a month before the date of graduation. A few days later the school principal, Miss Sarah J. Carroll, announced the girls should wear white dresses. The family was not in a position to purchase another dress, the affidavit says, and the girl wore her colored one. She was asked to leave the room, the girl said, and received her diploma privately the next day.

School Burned As New One is Denied

Three hours after a proposal to build a modern $100,000 school building in Blairstown, N. J., was defeated for the second time within a year the old two-story frame structure was leveled by fire. A milk can smelling of kerosene was found near by. There was no majority in the town poll, and the authorities said Blairstown would have to get along with the old building another year. Three hours later the structure was in flames, and the firemen could only shoot a few ineffectual streams of water into the blaze. Insurance was $25,000. State troopers began an investigation, but could learn nothing, although it is agreed that the fire was of incendiary origin.

"Teaches" School Without Pupils

A school without pupils is maintained in the French settlement near Lowville, N. Y. Miss Mary B. Judd of Lowville is paid $25 a week and spends a number of hours each day in the school "teaching" empty seats. There were six pupils last year, but all have moved away. Another school nearby has but one pupil.

Protest Dropping Of Music Course

A delegation of Royalston, Mass., citizens headed by Myron E. Stockwell, superintendent of streets, recently protested to the school committee against the action of the board's action in dropping music from the school curriculum. According to Stockwell, teaching of the subject was abolished on recommendation of Miss Florence Wheeler, member of the school board, who argued that the taxpayers did not want music taught. There has been no dissatisfaction with the work of the instructor, Mrs. Perley Richards, of Athol.

Office Machinery Now Studied

A machine-appliance course has been inaugurated in the commercial department of Hamtramck, Mich., high school following a recent survey of the needs in commercial education. The following courses, open to twelfth-grade students, have been announced: Billing machine, bookkeeping machine, comptometer calculator, and a general office-appliance course. All courses are in process of development and will be adapted to meet changing needs.

Teacher Retirement Systems Surveyed

In a survey by the bureau of labor of teacher retirement systems it was found that there are 21 state-wide systems and seven city systems in operation. Rhode Island appears to be the only state which bears all the cost of pensioning teachers, while at the other extreme are Michigan and Montana, which make the teachers pay all expenses of their retirement funds. "With these exceptions," said the bureau of labor, "all the systems, both state and city, call for a division of the cost between employer and employe, the proportion borne by each and the methods of determining contributions varying widely. All the funds may be increased by interest on deposits, profits on investments, gifts, legacies and the like, but the contributions from the members of the systems and the employing agencies are the chief reliance."

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A teacher in one of the largest British Infant Schools has just written us to say,

"Yours are the stories I have been looking for. They hold the attention of the children all the time. The literary part is not too much, and the bits of rhyme just enough of a filip, and the character building tucked in with charming adroitness. Yes, I like them very, very much."

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Definite Preparation Now Needed in Business

A "growing consciousness of the importance of definite preparation for business occupations," is reported by J. O. Malott, specialist in commercial education for the United States bureau of education. "People are realizing more than ever that better preparation for these occupations usually results in greater vocational efficiency and contributes to vocational and social happiness," he said. "Business men have recently taken a greater interest in commercial education because they appreciate the relations of vocational efficiency to the efficiency of the business community. Educators have given increased attention to this phase of education in order to develop a balanced program that will meet the best interests of the individual, the business community and society. Colleges and universities have made remarkable progress in meeting the needs of education for business."

Professor Shows How To Save Time Reading

Why the tired business man is not too tired to read his newspaper is explained by Professor Edward S. Jones of the University of Buffalo. Tests with students showed that newpapers and novels are easiest to read, that editorials, political articles, plays and textbooks rank next and that poetry is the most difficult. The psychologist trained 41 students, all but eight slower than average, to accelerate by more than half their reading gait during three weeks. Tips for rapid reading are: Improve your vocabulary; look at the centre of the line, trying to take in at a glance the words on either side; read meaning and not words; anticipate meanings by running ahead of the text; and pronounce words sparingly.

Afghanistan Starts Compulsory Education

One of the important reforms introduced in Afghanistan by King Amanullah partly as a result of observations and information collected on his recent European tour is compulsory education. Students whose families can afford it are charged twenty-three rupees yearly, which covers breakfast, books, sports, equipment and tuition. The State supplies everything free to the poor.

Woman Teacher Stresses Appearance

Not only books but looks are taught in one Northwest school. The woman teacher at Cliffs, Wash., includes haircutting in her curriculum. In getting her pupils ready for the closing day exercises she turned the schoolhouse into a barber shop, giving the girls wind-blown bobs and the boys real haircuts.

TREND OF THE TIMES

ORGANIZATIONS having the largest gross incomes in the world are: first, the United States Government; second, the British Government and third, American Philanthropy. Two billion two hundred million dollars, a sum in excess of the total year's income of the government of France or Germany, were given to educational, philanthropic, religious and charitable organizations in the United States in 1927, according to a survey by the John Price Jones Corporation of New York.

IMMENSITY of the world trade between the two greatest commercial nations—the United Kingdom and the United States—and their mutual confidence as shown by huge investments of dollars in England and pounds in the United States, is revealed in a new survey by the Department of Commerce. A growing interest and curiosity between the peoples is made manifest behind the colorless figures of tourist expenditures. Sums spent in the United States by English tourists are said to be "surprisingly large." American tourists spend large sums annually in England also.

FRANCE is raising republics, Britain kingdoms, in the mandates assigned to them. "Republique Livanaise" in French and Arabic across the postage stamps of Syria indicates another step in the progress of setting up the new Republic of Lebanon.

FARM EQUIPMENT production dropped last year from $461,399,528 to $459,574,443 in value. The trend to mechanized farming is indicated by the sale of 20,000 more tractors and the more than trebling of harvester-thresher machines since 1925.

HONEST PERSONS pay dishonest people's debts, declared W. B. Layton of Seattle before the convention of the National Association of Credit Men. "In some lines of business bad debts are written into the cost of doing business, making persons who settle their debts pay the bills of others who do not," he said. "Every debtor who is allowed permanently to keep a firm's money places additional burdens upon the business world, by diverting money from legitimate channels of trade, and by handicapping honest debtors."

PRECIOUS STONES, except diamonds, may be within reach of the most shrinking pocketbook, with the advances being made in the production of synthetic gems, according to Dr. Frank B. Wade, formerly president of the Indiana Academy of Science. It costs only twenty-five cents a carat to produce and cut synthetic rubies while the natural gem may be worth as much as $3,500 a carat. Rubies can be made at the rate of twelve carats an hour. Diamonds may be made but at only the tremendous cost of $200,000 a carat while the natural product costs but from $100 to $300 a carat.

UNIVERSAL ADOPTION of a thirteen months calendar—each month with twenty-eight days—was tentatively set for 1933 by the national committee of calendar simplification at its first meeting in Washington. The committee, headed by George Eastman of Rochester, N. Y., is unofficial, but was created by Secretary of State Kellogg at the suggestion of the League of Nations. The recommendations of the American committee will be considered with others by the league, a treaty drafted and the leading powers of the world asked to sign.

EX-SERVICE MEN who are undergoing treatment for disabilities due to their war service ten years ago now number more than 18,000. There are more than fifty government-owned hospitals at the present time. In addition, the Veterans' Bureau is using every other government hospital, as well as 305 civilian hospitals. Under guardianship are 25,727 veterans who are incompetent to take care of their own affairs. Each month there are something like 2,500 new disability claims filed by American veterans. This year's appropriation is $750,000,000.

SCARCELY fifty per cent. of Canada's population is now of English, Irish, Scotch or Welsh blood. Thirty-two per cent. is French, and the remainder is so varied in race that in Winnipeg fifty-two languages are spoken.

BERLIN now economizes police by regulating nearly all its street traffic automatically with lamps suspended from wires at the main street intersections. Colors change at intervals of about a minute; thus drivers know precisely how long they will have to wait.

The BOOK TABLE

THE PLAY ROAD TO HEALTH. The Health and Happiness Series. By S. Weir Newmayer, A. M., M. D., Supervisor of Medical Inspection of Public Schools, Philadelphia, and Edwin C. Broome, Ph. D., LL.D., Superintendent. Cloth. Illustrated. 144 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

As Edward J. Tobin, of Cook County, Illinois, says, "Selling health to children is a great community achievement." The Metropolitan Life Insurance Company is spending a vast sum to promote the health of school children, and it is a great financial investment to the company by prolonging the life of the insured.

School book publishers are awake to the importance of having books that will make children want to do everything that will make them healthy and glad to avoid everything that hinders health.

Philadelphia is taking a leading part in selling health to the children of the city and it has been fully demonstrated in that city, especially, that parents learn the significance of health habits through the school books of their children.

"The Play Road to Health" is just what the name suggests. Every important feature of personal health is worked up and worked out in a play spirit and with game-methods.

All these new Health Books are so inexpensive that it pays any community to have all repetitions in supplementary books, as each has a new angle. By using these fascinating books in this way, Health Learning is really a moving picture scheme.

JUNIOR HOME PROBLEMS. By Kate W. Kinyon, Denver, and L. Thomas Hopkins, University of Colorado. Drawings by Clara Atwood Fitts. Cloth. 214 pages. Chicago, New York, Boston: Benjamin H. Sanborn & Co.

This is an achievement for Home Making, a real family affair, a textbook for mothers in the home as well as for their daughters in school. We have had several book reviews and editorials emphasizing the fact that no school is a success that does not make better business men of the fathers, promoting thrift and advancing the fathers in their industry, but we have never gone as far as these authors go in chapters on "Personal Responsibilities in Making Family Life Successful." "What Does It Cost to Finance a Home?" "Care of Younger Children in the Home." "Illness in the Home." "Making a Home Friendly, Hospitable and Entertaining for the Family as Well as Guests." "Relation of a Family to the Community."

Everything is focused upon making school girls helpful to the family as a preparation for personal home-making, but "achievement" is in every chapter and that is the slogan of today in everything.

LITTLE WOMEN, OR MEG, JO, BETH AND AMY. By Louisa M. Alcott. School Edition. Edited for school use, by Frances Lester Warner. Cloth. 611 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Any American girl who does not read "Little Women" loses something that no other reading can supply. It will be a sad day for America when "Little Women" vanishes from American literature that is affectionately read by girls in school or home.

THE NEW LEAVEN. Progressive Education and Its Effect Upon the Child and Society. By Stanwood Cobb, Headmaster of Chevy Chase Day School, President of the Progressive Education Association. Cloth. 340 pages. New York: The John Day Company.

The title of the book is the best for any book on Progressive Education. "Better Schools" may sell more books, but it has no distinct significance. "The New Leaven" tells the whole story and describes the work of Stanwood Cobb perfectly.

"Progressive Education" is, has always been, and always will be a leaven. Francis W. Parker, the glorious genius of "Progressive Education" from Quincy, to "The Francis W. Parker School," that Flora W. Cook conducts so wonderfully, could never be judged by any famous loaf of ideal bread, but the leaven of his idealism is in all of the famous educational achievements of Modern Education.

Stanwood Cobb has harvested in this book more of the ripe fruit with delicious professional flavor than is to be found in any kindred book. It is presented in such a clear, fascinating way as to be alluring to any parent or teacher who would like to know how to do the best thing in the best way at the best time with any child.

THE GROUP-STUDY PLAN. A Teaching Technic Based on Pupil Participation. By Edward Randall Maguire, Junior High School Principal, New York City. Introduction by Harry Lloyd Miller, University of Wisconsin. New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

New York City has as good teaching as there is in the country. Whatever may be said about the politics of a big city there is usually, and in New York always, a professional freedom, an inspiration in rivalry, a possible sense of achievement in the presence of a large body of teachers of tens of thousands of children, which stimulate a spirit of achievement which promotes the noblest results.

Nothing written by Preston W. Search, Frederick Burk, or Carleton Washburne has been more illuminating or inspiring as a record of achievement than Edward Randall Maguire's "The Group-Study Plan." It is a teachers' book which can be recommended without any reservation whatever, without any "mental equivocation."

"The Pupil's Creed" contains such intense common sense as in the suggestion: "When I study properly I am my own best teacher. . . . Like a builder I need a plan. . . . Like the spider, I mnst persevere, step by step. . . . My attention must not wander till my task is done. . . . Repetition fixes knowledge in my mind. . . . When I teach another my reward is greatest."

The "How-to-Study Chart" has such thrilling suggestions as these: "An ounce of self-drill is worth a pound of instruction. . . . An ounce of creativeness is worth a ton of absorption."

We have seen such Group Study in many schools from coast to coast and we have seen by far the best results that we have seen by any other plan. We rejoice that Mr. Maguire has made the Group-Study Plan available for teachers everywhere, especially that it is so clearly and illustratively presented that any teacher can put it in action immediately without any other aid.

Books Received

"Success in Teaching Arithmetic." A Teacher's Manual to accompany the New Everyday Arithmetic by Franklin S. Hoyt and Harriett E. Peet.—"The Story of My Life." By Helen Keller.—"The Tales of a Wayside Inn." By Henry Wadsworth Longfellow.—"The Autobiography of Benjamin Franklin."—"In Memoriam." By Alfred Lord Tennyson. Boston: Houghton Mifflin Company.

"The Growth of a Nation." By E. C. Barker, W. P. Webb, W. E. Dodd. Evanston, Illinois: Row, Peterson and Company.

"Winding Roads." By Wilhelmina Harper and Aymer Jay Hamilton.—"Education: Principles and Practices." By Emit Duncan Grizzell. New York: The Macmillan Company.

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

Not Missing a Thing

"Now," said the teacher, "I want you all to write a composition. Don't write anything you've ever heard or seen before. Write just what's in you."

Here's what Johnny wrote:—

"Inside of me there's a heart, a liver, two lungs and a stomach. Inside my stomach there's some potatoes, a steak, two pickles, a piece of bread and some strawberry short cake, etc., etc."—Rehoboth Sunday Herald.

Misinterpreted

"Papa, the preacher was here to lunch today."

"You don't say so!"

"Yep, and he swore about mama's cooking the same as you do, only he bowed his head and held his hands over his eyes."

Not Nearly

The London Observer relates a story told by Miss Ellen Wilkinson, M. P., concerning a small boy who came home and told his father he was now second in his class, the top being occupied by a girl.

"But, surely, John," said the father, "you're not going to be beaten by a mere girl."

"Well, you see, father," replied John, "girls are not nearly so mere as they used to be."—Chicago News.

Had Dad on the Jump

Willie—"Daddy, may I ask just one more question?"

Father—"Well, yes, an easy one."

Willie—"If a toad had a tail would it interfere with his hopping or would it help him like it does a kangaroo?"—Kansas City Star.

Please Excuse It

A little chap starting on his first day in school was sent back to bring his birth certificate. He wasn't quite sure just what was meant, and when he returned to his home in tears he was asked what was the trouble. "I forgot my excuse for being born," he said between sobs. — Brockton Enterprise.

Youthful Strategy

"Crash!"

The window splintered under the impact of the hard-kicked ball.

The small boy who had kicked the ball regarded his handiwork with round eyes. Finally, he decided to own up about it.

"I'm very sorry," he said to the occupant of the house, "but I've broken your scullery window. I'll fetch my father along to mend it."

A man came round shortly after and put in a new pane.

"That'll be two-and-six," he said.

"But," protested the other, "the boy said you were his father."

"And he told me you were his mother," was the disconcerting reply. —Answers, London.

Came Honestly By It

"Did Ethel inherit her beauty?"

"Yes, her father left her a drug store."—Everybody's Weekly.

Brains to Spare

"You ain't got no brains, man."

"Ain't got no brains? Why, Ah got some brains what ain't nevah been used."—Chatham News.

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The Doom of Ink-Spots

Blots, blurs, splutters and misspellings—in fact, everything a pen and ink may do that ought not to be done—can now be set right with a minimum of trouble. The preparation which spells the doom of ink spots is a very modern development called "Ink-Out."

Ink-Out is a liquid which combines in a single bottle the erasing properties which were formerly obtainable only in a two-bottle product.

Ink-Out is meeting with cordial reception throughout the United States and in foreign countries, where it bears the name "Erado."

The Ink-Out Manufacturing Company, Inc., of Montclair, N. J., is really to be congratulated upon its achievement in supplying a long-felt want of ink users for a simple article which would remove traces of inky accidents and leave the sheet or fabric as clean as before. For Ink-Out does just this. It is successful on cloth as well as paper.

An added convenience in applying the Ink-Out is at hand in the form of an "Eradopen," so called, which resembles a fountain pen and contains a small vial of the eradicating liquid. Eradopens and Eradovials reduce the operation of ink removal to its lowest terms of ease and despatch.

Ink-Out and the handy tools made for applying it fully merit the consideration of schools where such products are needed.

A Hundred Per Center

"You say he is a typical American patriot, but what do you mean by that?"

"That he hangs out the flag on holidays if reminded of it, hums the national anthem after the second line, forgets to register and kicks about the men the others have voted into office."

Meetings To Be Held

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

8-10: Wisconsin Teachers Association, B. E. McCormick, 716 Beaver Bldg., Madison; Milwaukee, Wis-

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

10-13: New Jersey State Teachers Association, Charles B. Dyke, R. 304 Stacy-Trent Hotel, Trenton; Atlantic City, New Jersey.

14-16: Arkansas Educational Association, H. L. Lambert, 219 Glover Bldg., Little Rock; Little Rock, Arkansas.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia; Kansas City, Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville, Rolla, Missouri.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

15: American Association for the Advancement of Agricultural Training, E. H. Shinn, United States Department of Agriculture, Washington, D. C.; Washington, D. C.

15-17: West Virginia State Education Association, H. H. Hickman, Capital City Bank Bldg.., Charleston; Wheeling, West Virginia.

16: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Fayetteville, North Carolina.

20-23: Virginia Education Association, Cornelius J. Healwole, State Capitol, Richmond; Richmond, Virginia.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

24-28: South Dakota Education Association, N. E. Steele, 3 Perry Building, Sioux Falls; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

29-30-December 1: Texas State Teachers Association, R. T. Ellis, 708 Neil P. Anderson Bldg., Fort Worth; San Antonio, Texas.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association, Walter H. Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association, Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

30-December 1: Florida Education Association, G. W. Marks, Supt., Volusia County Schools, DeLand; Orlando, Florida.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

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